

Evaluation of Educational Program for Preparing Teachers at Najran University in the Light of National and Professional Standards for Teachers in KSA

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Abstract

This research aims to evaluate the educational program designed for preparing teachers at Najran University in the Light of national and professional standards for teachers. The two researchers used a questionnaire that includes a list of national and professional standards for teachers in KSA. Thirty one members among the faculty of educational courses at the College of Education in Najran and College of Science and Arts in Sharurah participated in this research during the first semester of the academic year 1436/1437. The two researchers used the arithmetic means, the standard deviations, the one-way analysis of variance (one-way ANOVA) and t-tests for testing the differences between the study sample's opinions. The research found that educational program for preparing Teachers at Najran University provides the necessary knowledge and skills to achieve the professional and national standards of teachers in the Kingdom of Saudi Arabia in 9 standards with a high degree, and in two standards with a moderate degree. Also the research concluded that there were no statistically significant differences for each of the college variable and specialization variable, but there were statistically significant differences for gender variable in three standards: the first, sixth and twelfth, in favor of females.

Key Words: Evaluation , Educational Program , Standards, Preparing Teachers, Najran University .

1. Introduction

The era we live in, is characterized by epistemological and technical changes, psychological and educational developments, and community requirements which create different types of difficulties and challenges; and cause pressures on the academic and educational institutions to confront on one hand these changes and update on the other these developments to achieve those requirements.

One of the most significant challenges and difficulties that confront the educational institutions is the process of preparing male and female teachers. As the teachers are the keystone of the educational process; they inculcate values, morals and virtues among the young and make them acquire the necessary knowledge and skills to become active elements in life and proactive individuals in the community. The effectiveness of the teachers is connected with their efficient preparation, their training and the quality of their educational and technical qualification.

In fact, preparing teachers has a significant attention from all communities in the world. For example, the fifth conference of Arab education ministers in 1994 has recommended for good training for teachers. Also the Conference of Elementary and Preparatory Education Development held in Egypt recommended for holding a conference for developing programs of preparing and training a teacher. The African conference held in 2004 affirmed the importance of the programs of preparing male and female teachers in the colleges and institutes. (Rabeea, 178, 178, 2009).

Accordingly, many studies were carried out to recognize the reality of the teachers' preparation programs and to reveal the aspects of strength and weakness in those programs such as the studies by, Alsharqi in 2008, Balqees Alsharee in 2009, Almatrafi in 2009, Rabab Shatat in 2010, Alotaibi and Alrabeea in 2012, Ibtisam Alghfaji in 2014, and Hamadenh in 2014.

The educational colleges in Saudi universities including Najran University strive to establish, prepare and train the students who have joined it within professional, educational and advanced programs. The aim is to achieve the sustainable development, social progress and self-sufficiency in addition to support the requirements of the labor market.

Despite the scientific efforts and the exerted academic activities, the need for continuous improvement and constant evaluation for those programs stills urging because the students' needs change and community requirements improve.

The project of improving national and professional standards for teachers was designed by national center for measurement and evaluation in favor of the King Abdullah project of developing teaching. It is considered one of the pillars on which efforts of change and development are built, in the field of education and teaching in Saudi Arabia. One of the main aims of the project is to ascertain that new teachers who apply for the job of teaching are proficient in knowledge and skills. Other aim is to contribute in forming an image about the extent of the effectiveness of the new teacher that might be useful at the institutional or personal levels. This will help to determine the educational and technical needs and improving them as well as to providing the institutions of preparing teachers with feedback about the level of the outcomes and helping them to prepare skilled teachers to be capable to achieve those requirements; characterized by flexibility, and have disposition to understand the variable circumstances and deal with. Moreover, they enjoy the system of values and professional instructions (Qiyas, p. 7, 2012).

This project reveals the aspects of strength of the technical and educational programs in the colleges of education to enrich them and also to reveal the aspects of weakness, insufficiency and deficiency in order to correct and amend them in the light of those standards; as the teachers – who represent the outcomes of those colleges- subject to standardized tests according to these standards. Therefore, this research studies or study?? the reality of educational preparation program in the university according to this standard through where the future teachers will pass.

2.The Research Problem

The process of preparing teachers is considered among the most important services offered by universities for communities and countries. So, the university should focus on the outcomes of this process to be compatible with the requirements of labor market. Officials in the field of education have initiated to make standardized standards which should be applicable to teachers of the future within a national project aims to improve the education. The research problem came from the integration among the different institutions of education, and my interest to find out the extent of achieving that standards in the program of preparing teachers at Najran university. Therefore, the problematic issues of the research emerged to answer the main question: to what extent is the educational program of knowledge required skills for the student, at Najran university, qualify them to achieve the national and professional standards for teachers in Kingdom of Saudi Arabia?

From this main question, the following questions come out:

- 1- To what extent can the program of preparing male and female teachers at Najran University meet the standard of the knowledge of students and students' ways of learning ?
- 2- To what extent can the program for preparing male and female teachers in Najran University meet the standard of the knowledge of linguistic skills?
- 3- To what extent can the program of preparing male and female teachers at Najran University meet the standard of knowledge of methods of teaching?
- 4- To what extent can the programs of preparing of male and female teachers at Najran University met the standard of the knowledge and ways of preparing comprehensive learning?

- 5- To what extent can the program of preparing male and female teachers at Najran University meet the standard of creating learning opportunities to the students, and reinforcing it.
- 6- To what extent can the program of preparing male and female teachers at Najran University meet the standard of assessing students' learning and providing constructive feedback?
- 7- To what extent the program of preparing male and female teachers at Najran University meet the standard of construction of clear, peaceful, supportive environment for learning?
- 8- To what extent can the program of preparing male and female teachers at Najran University meet the standard of establishing high cultural expectations that support learning?
- 9- To what extent can the program of preparing male and female teachers at Najran University meet the standard of working effectively towards others and developing fruitful relationships with students' parents and community?.
- 10- To what extent can the program of preparing male and female teachers at Najran University meet the standard of continuous development for knowledge and professional practices?
- 11- To what extent can the program of preparing male and female teachers at Najran University meet the standard of knowledge of professional requirements for the Saudi teacher ?
- 12- Are there differences with statistically significance among the opinions of the research sample according to sex?
- 13- Are there differences with statistically significance between the opinions of the research sample According to students' department?
- 14- Are there differences with statistically significance among the opinions of the research sample according to students' college?

3. Significance of Research:

The significance of this research consists in the following:

1. It contributes to the detection of weaknesses, shortcomings and flaws in some of the elements and components of teacher training program at Najran University. This will help program designers to address and rectify them.
2. It can provide teacher training program designers and implementers at universities with information and data that can help them to review and develop their programs.

4. Research Objectives:

This research aims to achieve the following:

1. Investigate to what extent teacher training program at the University of Najran meet the of the national professional standards .
2. Determine the effect of gender, department (specialization) and college on the sample responses.

5. Research Limitations:

This research has the following limitations:

1. Human limitations: the faculty of the Education College - Najran, and the College of Arts and Sciences - Sharoorah, University of Najran, during the first semester of the academic year 1436 / 1437.
2. Spatial limitations: Education College - Najran (boys + girls), and the College of Arts and Sciences - Sharoorah (boys + girls).
3. Temporal limitations: the first semester of the academic year 1436/1437 AH.
4. Objectivity limitations:
 - A) Teacher training program at Najran University.
 - B) National Professional Standards for Teachers in Saudi Arabia.

6. Key Terms:

1. Evaluation:

Awdah, (1998: 26) defines evaluation as: “A systematic process for collecting and analyzing data about the programs related to student, teacher, facilities, means and activities that make up the entire process of learning and teaching, so as to ensure the extent of achievement of pre-established goals, and make decisions about these programs.” In this research, evaluation is a systematic process of collecting and analyzing data on the educational program at University of Najran, to ensure the extent of achievement of pre-established goals, and make decisions about this program.

2. Teachers’ Educational Training Program:

Suad Al-Saba’ et al. (2010: 102) defined it as an “organized systematic process that includes inputs, processes and outputs, and is carried out by Education Colleges in order to give potential teachers the educational efficiency to be able to practice their career as successfully as required nowadays”. In this research, a teacher training program is intended to refer to the total educational courses (curricula) offered by the College of Education (Najran) and the College of Arts and Sciences (Sharoorah) to all students enrolled in the University of Najran for the sake of obtaining the educational degree in the scientific and literary available disciplines.

3. National Professional Standards for Teachers in Saudi Arabia:

According to Qiyas (2012: 4 -12), Standard is “a descriptive term that determines what teacher should know and can do.” In this research, it is intended to refer to standards set by the National Center for Assessment and Measurement in King Abdullah Higher Education Development Project to test college graduates, and consist of 42 sub-standards evolving out of twelve general standards.

7. Theoretical Framework:

7.1 Teacher Educational Training:

7.1.1 The Concept:

Teacher Educational Training means teacher’s knowledge of technical expertise which enables him/her to cope with various teaching situations, and understand clearly the nature of the educational process and the special knowledge and skills required before practicing the profession (Rabei, 2009: 64).

7.1.2 Its Importance:

Modern educational systems pay remarkable attention to the issue of teachers training and preparation, considering the premise that teacher is a fundamental and important pillar in the educational process. If highly qualified teachers are available in sufficient numbers in a particular educational system, this can be taken as an indicator of the success and effectiveness of that system, which is eventually the kind of progress that society as a whole expects as a result of proper upbringing of its members. Such attention can be perceived in the endeavor of developed countries to develop and modernize relevant programs that lead to greater improvement and efficiency of the educational system .

Educators and educational thinkers have stressed the importance of good teacher training. For example, the philosopher John Dewey believes that all educational reforms are subject to reforms of the quality and character of the employees in the teaching profession (Ubeidat, 2007: 158).

7.1.3 Rationale for Teacher Educational Training:

Ghanem and Shaerah (2010: 88-89) in (Khalid Al-Ahmad) maintain that the rationale for teacher educational training is based on:

1. The growing number of pupils and schools and the associated need to ensure their integrated growth, taking into account their aptitudes and abilities.
2. The rapid scientific progress and the need to keep pace.
3. The advance of means of knowledge, and the need to have teachers capable of investing and employing its various types.
4. The introduction of scientific methods in education, resulting in the need to provide teachers with the skills to deal with the developments in this area.

5. The development of educational and psychological disciplines, which confirmed the fact that the learner is the focus of the educational/learning process.
6. The changed role of the teacher, as teacher's role is no longer limited to the transfer of knowledge only.
7. The need of efficient teachers, as recommended by regional, national and international seminars, conferences and meetings.
8. Apprenticeship of education, as it has been developed into an upscale profession, and this requires upgrading the level of teacher training to improve their efficiency in order to cope with today new requirements.
9. Cooperation with the local community and parents, which means that teacher's training should be upgraded to provide the necessary skills for such task.

7.1.4 New trends in Teachers' Training:

There are various modern trends in teachers' training and coaching, notably: the trend that views the objective of the training process is merely the development of teacher's mental capacity, and providing teacher with the knowledge to be transferred to students. This trend is represented by Bestor. On the other hand, the second trend of teachers training focuses on providing teachers with the skills that enable them to satisfy and meet the emotional, physical, social and mental needs of learners (being the end and axis of the educational process and purpose). This trend is represented by Biglow. Gurray's third trend sees that the core mission of teacher training institutions should be concerned with teacher's personality, methods of thinking, emotions and interests. The fourth trend purports that reality or field should function as the basis of teacher training. Advocates of the fifth trend, including Stratemeyer, uphold teacher capacity building to be able to contribute to improving society. Conant's sixth trend focuses on the general cultural side, i.e. to allocate half the time of the program for cultural issues while the other half is allocated to both sides of specialization and professional training. (Ubeidaat, 2007: 159-165)

7.1.5 Teacher Specifications as Portrayed by King Abdullah Education Development Project:

Based on modern development and its various requirements, there has been an increasing need to pay more attention to the educational system in order to improve its outputs to meet those requirements, and achieve the desired levels of various social and technological forms of development. The requirements of this phase have set a heavy shadow over higher education institutions, calling upon them to improve their outputs, including teacher training and assessment of the extent of teacher effectiveness needed to achieve the desired change at the level of general education and desired outputs of the various stages. Accordingly, education colleges have a greater need to review their programs and get accreditation, which ensures optimal training of their graduates and accommodation of the largest possible number of them in the labor market, given the fact that employer institutions - including the Ministry of Education - have increased of quality standards of their inputs (among which teacher represents the most important input).

This concern with the teacher comes as an outcome of the fact that the teacher remains the main pillar for the desired change and one of the most important educational elements given teacher's direct impact on students' learning outputs and the acquisition of specialist and general knowledge and skills in subjects taught. Besides, the teacher plays a significant educational role that focuses on the long-term development of students and the formation of a sense of responsibility for their learning, so that students play their vested roles of acquisition of the necessary skills and attitudes that promote their independence and self-reliance. (Qiyas 2012: 7).

7.1.6 Reality of Teacher Training in the colleges of education in Saudi Universities:

The system of teacher training is generally based on the integrative method, while also striking balance between specialized, cultural and professional courses, in addition to what these colleges offer to teachers training in a sequential manner that emphasizes on the professional courses which qualify graduates of university colleges other than Education College to work in the teaching profession. Teacher training colleges aim to prepare primary school teachers as well as the teachers expected to work in intermediate and secondary schools (Ubeidaat, 2007: 152). Najran University adopts both integrative and sequential systems in the Education College in Najran, and only the integrative system in the Faculty of Arts and Sciences (Sharoorah).

Several studies have focused on the assessment of teacher training programs in accordance with various and different standards. For example, a study by Hammam Hamadana (2014) attempted to assess the degree of availability of quality standards in the primary teacher training program at Yarmouk University from the perspective of undergraduates (would-be teachers). The results showed that the degree of availability of quality assurance standards in such program came to be medium. Besides, statistically significant differences were observed at the level (0.05) among the mean average of study sample regarding their opinion about the degree of availability of quality assurance standards in the primary education program at Yarmouk University due to the cumulative grade variable, which was in favor of (“very good and above”).

The objective of the study by Ibtisam Al-Khafaji (2014) was to assess primary teacher training programs in education colleges from the viewpoint of teachers and school principals (males and females) in Babel province. The results showed that researched students met the majority of teacher training standards according to the estimates of teachers and school administrations. Some standards, however, came up with low estimates, especially concerning the use of modern teaching methods and means because of their lack of the practical side. The results also showed a match in the views of both parties regarding the assessment of some key items of the questionnaire. Generally, the estimates of school administrations were higher than the estimates of teachers in all items of questionnaire.

The study of Mansour Al-Otaibi and Ali Al-Rabei’ (2012) was aimed at evaluating the programs of College of Education at University of Najran in light of the standards of the National Council for Accreditation of Teacher Training. The most important results of the study include: the “general conceptual framework” standard was “very much” available; the standards of “deanship and resources”, “programs offered”, “field experience”, “teacher training, capacity building and professional development”, and “the existence of an assessment and evaluation system” were “significantly available”; and there were statistically significant differences between males and females in favor of males in the availability of those standards in the College of Education.

A study by Suad Salem Al-Saba’ et al. (2010) aimed to evaluate Arabic language teacher training program at the Faculty of Education (University of Sana’a) in the light of total quality standards. The results showed the weak availability of the quality standard of the admission policy from the point of view of Admission Director; weak availability of quality standards in the teacher training program from the viewpoint of the faculty of Arabic Language Department and students; and medium availability of quality standards in the teacher training program from the viewpoint of the faculty of Arabic Language Department.

A study by Khaleda Al-Kilani (2010) aimed to evaluate the compatibility of the content of aesthetics teacher training program at the Hashemite University to the aesthetics teacher training program standards of National American Association for Art Education. The results showed that such compatibility does exist in terms of focusing on the artistic production, teaching methods and techniques, and supporting materials, but there is variation between them in terms of art criticism and aesthetic taste, i.e. there is weak compatibility in these two dimensions of the aesthetics teacher training program at the Hashemite University vis-à-vis the aesthetics teacher training program standards of National American Association for Art Education.

A study by Rabab Shtat (2010) sought to evaluate the situation of mathematics teacher training program in the Faculty of Education, Port Said, Suez Canal University in the light of the national standards (teacher standards). The study endeavored to identify the most important levels of teacher standards as realized in mathematics teacher training program. The researcher found that the math teacher training program did not state clearly the standards in this program, and it was pointed out that there was clear weakness in terms of teacher professional competencies.

Balkis Al-Sher’ei (2009) aimed to identify the strengths and weaknesses in the teacher training program at Faculty of Education, University of Sultan Qaboos based on the requirements of academic accreditation standards. The results showed that there was disparity oscillating between the high and medium levels, which generally reflect good indicators. The results were above average concerning students’ evaluation of what they have learned of the program, confirming that the program was on the right track to achieve its ultimate goal towards development and improvement in accordance with the application of academic accreditation standards, and the achievement of academic recognition and empowerment of the Faculty of Education to realize its mission as best as possible.

Mohammed Al-Sharqi (2008) evaluated primary school science teacher training program in Education Colleges in the Kingdom of Saudi Arabia. The results showed that there is weakness in the training program and in the contribution of educational and psychological courses into preparing students (would-be teachers) to the teaching profession.

Manal Qadri (2008) attempted to identify the quality standards to be met by curricula of teacher training program, and investigate the degree of compatibility of the teacher training program with the overall quality standards from the standpoint of the faculty staff. The results of the study revealed that the program did not provide students (would-be teachers) with essential concepts, theories and skills to support their training, and did not contribute significantly to the content of the curricula of the teacher training program. Besides, there was weakness in the program's follow-up and evaluation of all of its components due to the lack of an M&E (monitoring and evaluation) system to review and update program plans and objectives.

A study by Al-Sayid Madian (2007) tried to identify would-be teachers' levels of applying professional standards in teaching competencies used in teaching math classes at primary schools. The results showed low performance levels of would-be teachers in applying most of the professional standards in teaching competencies.

Naila Al-Khaznadar (2006) identified the most up-to-date education technology trends in the light of which teacher training program could be provided at the Faculty of Education (Al-Aqsa University), and tried to determine the curricular estimates of the most important elements of this program from the standpoint of the faculty staff. The results showed low level of application of education technology standards in the program.

In light of the overall quality standards, Al-Matrafi (2009) sought to describe the real situation of science teacher training programs at education colleges in some Saudi universities, and the extent to which those standards were met. The study revealed medium level of application of the standards, reflecting the lack of compatibility between the contemporary science teacher training program and modern trends.

8. Target Population and Sample:

The research population consists of all the teaching staff in the fields of curricula and teaching methodology, educational psychology, management and planning in the college of education in Najran (male and female) and in the faculty of arts and science in Sharoura (male and female) in Najran university for the academic year 1436/1437. The number of the population is 123 and research sample 31 members, which means 25% of the study population as the following table describes the sample:

Table 1. Frequency and Percentage for the study sample acc. to variables

Variables	Sample	Frequency	Percentage
Sex	Female	9	% 29
	Male	22	% 71
College	College of Education -Najran	16	% 51,6
	College of Arts and Science – Sharura	15	% 48,4
Department	Curricula and Teaching Methodology	15	% 48,4
	Educational Psychology	8	% 25,8
	Management and Planning	8	% 25,8
Total		31	% 100

9. Research tools:

9.1 Description of tools – the two researchers have used the questionnaire to gather data about the effect of the availability of the educational program for preparing male and female teachers in Najran university in view of knowledge and skills necessary for achieving the professional, national standards for teachers in the Kingdom of Saudi Arabia.

The questionnaire has depended upon the professional, national standard list of teachers in the kingdom of Saudi Arabia that has been prepared by the National Commission for Standards and Assessment in favor of King Abdulla Project for developing education. The list has incorporated 12 general standards branching out 42 other standards. The researchers have carried out some modifications/amendments upon the standards so as to fit the research objective: the amendments have incorporated the addition of research questions, and the segmentation of some of the compound phrases in the standards. (Standard 3 has been eliminated for it is specific of the scientific specializations).

9.2 Validity of tools- the research tool codified by the National Commission for Standard and prepared in accordance of scientific studies, the researchers have presented the tools to refereed specialists in the fields of curricula, teaching methodology and psychology for their opinions, feedback and suggestions. The refereed specialists suggested some amendments, important of which was segmentation of some phrases that were not segmented in the initial form of questionnaire to avoid any possible effect upon the sample population's responses.

9.3 Consistency of tools- the consistency of tool is based on Cronbach's alpha

and each tool standard value is (0.98) and this is a high value signifying the tool is valid and implementable. The following table shows values for each standard of the tool standards, and the tool as a whole.

Table (2)

Factors of Cronbach's Alpha for the total of study tool standards and its axest

Serial	Standards	Factors of Cronbach's Alpha
1	1 st Standard	.902
2	2 nd Standard	.961
4	4 th Standard	.864
5	5 th Standard	.936
6	6 th Standard	.922
7	7 th Standard	.909
8	8 th Standard	.899
9	9 th Standard	.882
10	10 th Standard	.767
11	11 th Standard	.923
12	12 th Standard	.713
Total Grade		.983

Thus the following table shows the tool in its final form.

Table (3)

Standards of the general study tool in its final form

Field	General Standard		No. of Branched-out Standards Based on the National Commission for Standards	No. of Branched-out Standards after Addition and Modification
Professional Knowledge	1	Knowledge of student and student 'ways of learning	4	10
	2	Knowledge of linguistic skills	3	6
	4	Knowledge of teaching methods in general	3	3
	5	Knowledge of ways of preparing comprehensive learning programs	4	5
Learning Consolidation	6	Creating learning opportunities and situations for students along with consolidation	5	4
	7	Assessing students' learning and providing constructive feedback	5	7
Learning Support	8	Constructing of clear, peaceful, supportive environment for learning	4	4
	9	Establishing high expectations and culture supportive to learning	2	2
Professional Responsibility	10	Working effectively towards others and developing fruitful relationships with student's parents	3	3
	11	Continuous development for knowledge and professional practices	3	4
	12	knowledge of professional requirements for the Saudi teacher	2	2
Total			38	50

Thus the following table shows the tool in its final form.

10. Statistical Methods:

The researchers have used the arithmetic means and the standard deviations to value the degree of availability of standards and T-test for two independent samples to identify the significance of difference between the arithmetic means for the sample's responses due to the variables/variance of sex and faculty. The researchers have also used the unilateral contrast analysis to identify the significance of the specialization variable's effect upon the sample's responses.

11. Analysis and Discussion of Study Findings:

Findings related to question 1:

1- To what extent can the program of preparing male and female teachers at Najran University meet the standard of the knowledge of students and students' ways of learning?

To answer this question, calculation means and standard deviations have been used for standard items. The following table shows and explains this.

Table 4. Calculation means, standard deviations and value degree for the 1st standard.

Serial	Standard	Mean	Standard Deviation	Degree	Rank
(1-1)	Show characteristics of students' growth	3.61	1.11	High	2
(1-2)	Show effects of characteristics of growth upon students' learning	3.68	1.07	High	1
(1-3)	Describe ways of students' learning acc. To theories of learning	3.52	1.02	High	3
(1-4)	Consider individual differences between students	3.45	.961	High	4
(1-5)	Show effect of individual differences in students' learning	3.35	1.01	Medium -	5
(1-6)	Show characteristics and needs for disabilities	3.13	.991	Medium	6

Table (4) shows that arithmetic means for the 1st standard (knowledge of students and students' ways of learning) have ranged between (3.13-3.68) with standard deviation ranging between (0.96-1.11). This value of deviation applies to the arithmetic means of the other standards. Thus four standards have secured the degree "High" whereas two standards have obtained the degree "Medium" and these are the two standards related to "effect of individual differences in students' learning" and also related to "characteristics and needs for disabilities"

Such findings indicate that the educational program in Najran University provides in a high to medium degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to question 2:

- 1- To what extent can the program for preparing male and female teachers in Najran University meet the standard of the knowledge of linguistic skills?

To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table 5. The arithmetic means, standard deviations and value degree for the 2nd standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(2-1)	Understands audible or legible texts accurately	3.45	1.12	High	1
(2-2)	Good at writing composition skills	2.94	1.03	Medium	9
(2-3)	Considers intact/correct dictating writings	3.03	1.14	Medium	7
(2-4)	Acquires speaking and reading skills correctly and accurately	3.23	1.02	Medium	4
(2-5)	Good at reading correctly and accurately	3.19	1.10	Medium	5
(2-6)	Understands structure of numbers and arithmetic operations	3.03	.983	Medium	7
(2-7)	Be provided with concepts and methods of measurement	3.29	.938	Medium	3
(2-8)	Understands/knows algebraic equations	2.94	1.03	Medium	9
(2-9)	Helps in gathering data	3.39	1.14	Medium	2
(2-10)	Acquires skill of analyzing and explicating results	3.06	.892	Medium	6

Table (5) indicates that arithmetic means for the 2nd standard (knowledge and quantity of linguistic skills) have ranged between (2.94-3.45). The 1st standard (Understands/knows audible or legible texts accurately) has secured only the degree "High," whereas the other remaining nine standards have secured "Medium."

The findings indicate that the educational program in Najran University provides in medium degree knowledge and skills that accomplish the branched-out standards within the standard with the exception of 1st standard.

Findings related to question 3:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of knowledge of methods of teaching ?

To answer this question, the arithmetic means and standard deviations have been used for the standard items. The following table explains this.)

Table 6. The arithmetic means, standard deviations and value degree for the 4th standard

Serial	Standards	Means	Standard deviation	Degree	Rank
(4-1)	Discriminate between the general entries for teaching	3.61	.955	High	3
(4-2)	Compare the preferences of the various strategies for teaching suitable to the characteristics and needs of students	3.71	1.00	High	1
(4-3)	knows the ways of incorporating technology in teaching	3.58	.992	High	2

Table (6) shows that the arithmetic means for the 4th standard (knowledge of methods of general teaching) ranges between (3.58-3.71) and all the three standards secured the degree “High.”

The results indicate that the educational program in Najran University provides in high degree the knowledge and skills that fulfill the branched-out standards with the broad standard.

Findings related to question 4:

- 1- To what extent can the programs of preparing of male and female teachers at Najran University met the standard of the knowledge and ways of preparing comprehensive learning?

To answer this question, arithmetic means and standard deviations for the standard items have been used. The following table shows and explains this.

Table .7 The Arithmetic means, standard deviations and value degree for the 5th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(5-1)	Derive learning objectives suitable to the nature of curriculum that consider characteristics of students	3.61	.955	High	1
(5-2)	Plan long-term programs and others short.	3.39	1.02	Medium	2
(5-3)	Design learning programs acc. to teaching plans	3.35	1.01	Medium	3
(5-4)	Employ different data to assess a program	3.26	.815	Medium	4
(5-5)	Use data to develop programs	3.19	1.01	Medium	5

Table (7) shows that the arithmetic means for the 5th standard (Knowledge of ways of preparing integrated learning programs) have ranged between (3.19 - 3.16). Only one standard (Derive learning objectives suitable to the nature of curriculum that consider characteristics of students.) obtained high degree whereas the other four standards got moderate degree.

The results indicate that educational program at Najran university provides in moderate degree the knowledge and skills that achieve the branched-out standards within the standard except one standard with high degree.

Findings related to question 5:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of creating learning opportunities to the students, and reinforcing ? To answer this question, the arithmetic means and the standard deviation for the items of the standards were used, the following table show that.

Table 8. The arithmetic means, the standard deviation and value degree of the 6th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(6-1)	Link the aims of education with the students interests, their previous knowledge and life experiences	3.71	.938	High	3
(6-2)	Consolidate the self direction for the students and contemplate their achievements	3.61	.919	High	4
(6-3)	Use varieties of teaching strategies accommodate the students' needs	3.84	.898	High	1
(6-4)	Lead to educational experiences for the students which consolidate the independence and the interaction with the others and decision making	3.74	.965	High	2

Table (8) indicates that arithmetic means for the 6th standard (Creating learning opportunities and situations for students along with consolidation) have ranged between (3.61 - 3.45), and all four standards have obtained the degree of "high". The findings indicate that the educational program in Najran University provides in high degree knowledge and skills that accomplish the branched-out standards within the standard.

Findings related to question 6:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of assessing students' learning and providing constructive feedback? To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table9. The arithmetic means, standard deviations and value degree for the 7th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(7-1)	The teacher explains the concepts of evaluation, its types its different purposes and ethics of using it.	3.74	.965	High	1
(7-2)	Apply evaluation effectively in order to observe the students progress and motivating their learning.	3.71	.973	High	2
(7-3)	Share the students in the processes of evaluation and evaluate their performance	3.39	.989	Medium	6
(7-4)	Correct Carefully the tools of evaluation	3.55	.961	High	4
(7-5)	Analyze the data to observe the students progress	3.55	1.06	High	4
(7-6)	Employ the information to improve the processes of teaching and learning	3.32	.909	Medium	7
(7-7)	Register the results of evaluation and prepare reports according to the following educational systems	3.58	.923	High	3

Table (9) indicates that arithmetic means for the 7th standard (Assessing students' learning and providing constructive feedback) have ranged between (3.32 - 3.74), and five standards have obtained the degree of "high". Whereas two standards have obtained the degree of "medium". These two standards are (Share the students in the processes of evaluation and evaluate their performance) and (Employ the information to improve the processes of teaching and learning). The findings indicate that the educational program in Najran University provides in a high to medium degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to question 7:

To what extent the program of preparing male and female teachers at Najran University meet the standard of construction of clear, peaceful, supportive environment for learning? To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table10. The arithmetic means, standard deviations and value degree for the 8th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(8-1)	Make attractive physical environment	3.45	.925	High	4
(8-2)	Use the time of the class effectively	3.61	1.02	High	2
(8-3)	Create learning climate characterized by Justice and respect	3.55	1.02	High	3
(8-4)	Apply the standards of controlling the students' behaviors.	3.65	1.05	High	1

Table (10) indicates that arithmetic means for the 8th standard (Constructing of clear, peaceful, supportive environment for learning) have ranged between (3.45 - 3.65), and all four standards have obtained the degree of "high".

The findings indicate that the educational program in Najran University provides in a high degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to question 8:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of establishing high cultural expectations that support learning?

To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table 11. The arithmetic means, standard deviations and value degree for the 9th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(9-1)	Establish high expectations from the students	3.45	.810	High	2
(9-2)	Build culture that supports learning	3.55	.850	High	1

Table (11) indicates that arithmetic means for the 9th standard (Establishing high expectations and culture that supports learning) have ranged between (3.55 - 3.45), and all standards have obtained the degree of “high”. The findings indicate that the educational program in Najran University provides in a high degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to question 9:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of working effectively towards others and developing fruitful relationships with students’ parents and community.

To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table12. The arithmetic means, standard deviations and value degree for the 10th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(10 -1)	Cooperate with his classmates to improve and develop the professional practices	3.81	.946	High	1
(10 -2)	develop fruitful relationships with students’ parents	3.42	.992	High	3
(10 -3)	Cooperate with the local community	3.58	1.05	High	2

Table (12) indicates that arithmetic means for the 10th standard (Working effectively towards others and developing fruitful relationships with students’ parents and community) have ranged between (3.42 - 3.81), and all standards have obtained the degree of “high”. The findings indicate that the educational program in Najran University provides in a high degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to question 10:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of continuous development for knowledge and professional practices? To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table 13. The arithmetic means, standard deviations and value degree for the 11th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(11-1)	Put objectives for its professional development	3.42	.886	High	3
(11-2)	Plan to achieve the objectives for its professional development	3.39	.989	Medium	4
(11-3)	Develop its professional performance in the light of professional principles	3.52	1.02	High	1
(11-4)	Balance between professional responsibility and Maintaining motivation	3.45	.961	High	2

Table (13) indicates that arithmetic means for the 11th standard (Continuous development for knowledge and professional practices) have ranged between (3.39 - 3.52), and three standards have obtained the degree of “high” whereas the standard of “Plan to achieve the objectives for its professional development” has obtained the degree of medium.

The findings indicate that the educational program in Najran University provides in a high to medium degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to question 11:

To what extent can the program of preparing male and female teachers at Najran University meet the standard of knowledge of professional requirements for the Saudi teacher ?

To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table 14. The arithmetic means, standard deviations and value degree for the 12th standard

Serial	Standards	Mean	Standard deviation	Degree	Rank
(12-1)	Familiarize with regulations and systems related with education	3.81	.946	High	1
(12 -2)	Represents the standard of behavior and represents the ideal Muslim	3.68	1.07	High	2

Table (14) indicates that arithmetic means for the 12th standard (knowledge of professional requirements for the Saudi teacher) have ranged between (3.68 - 3.81), and all standards have obtained the degree of “high”.

The findings indicate that the educational program in Najran University provides in a high degree the knowledge and skills that secure the branched-out standards within the standard.

Findings related to the main question

How much available is the educational program of knowledge required skills for the student teacher, in Najran university, to qualify him to achieve the national and professional standards for teachers in Kingdom of Saudi Arabia?

To answer this question, the arithmetic means and standard deviations have been used. The following table explains this.

Table 15. The arithmetic means and standard deviations for the responses of the sample about how much available is the educational program of professional standards in Najran University in every field of the research tools

Serial	Standards	Mean	Standard deviation	Degree	Rank
1	First standard	3.47	.865	High	8
2	Second standard	3.15	.897	Medium	11
4	Fourth standard	3.55	.912	High	4
5	Fifth standard	3.36	.863	Medium	10
6	Sixth standard	3.68	.811	High	2
7	Seventh standard	3.54	.779	High	5
8	Eighth standard	3.56	.882	High	3
9	Ninth standard	3.50	.785	High	7
10	Tenth standard	3.51	.829	High	6
11	Eleventh standard	3.44	.872	High	9
12	Twelfth standard	3.74	.893	High	1
Total		3.50	.729		

Table (15) shows that that arithmetic means for all standards have ranged between (3.15 - 3.74), and all standards have obtained the degree of “high” except the second standard of “Knowledge of linguistic skills” and the fifth standard of “Knowledge of ways of preparing comprehensive learning programs” have obtained the degree of “medium” (3.36 and 3.15) consecutively.

The findings indicate that the educational program in Najran University provides in a high degree the knowledge and required skills for the student to qualify him to achieve most of the national and professional standards for teachers in Kingdom of Saudi Arabia except the standard related to the linguistic skills. This standard is not dealt with through the program directly, but the student studies the linguistic skills as a requirement course in Arabic department and not in the educational department. Also the standard related to how to prepare comprehensive learning programs because there are no educational courses dealing with this standard directly.

Findings related to question 12

Are there differences with statistically significance among the opinions of the research sample according to sex?

To answer this question, the following T- Test for two independent samples have been used. The arithmetic means and standard deviations for the variable of sex (male , female) and (T) value have been calculated. The following table shows the results:

Table 16. The arithmetic means and standard deviations for the responses of the sample about how much available is the educational program of professional standards in Najran University in accordance with the variable of sex and T-Test for the independent samples of significance of differences between the means

Fields	Variable of Sex	Number	Mean	Standard Deviation	T Value	Level of Significance	Judgment	Indication
First standard	males	22	3.23	.791	-2.622	.014	statistically differences at 0.05	Females
	females	9	4.05	.790				
Second standard	males	22	3.08	.828	-.702	.488	No statistically differences at 0.05	
	females	9	3.33	1.08				
Fourth standard	males	22	3.46	.882	-.849	.403	No statistically differences at 0.05	
	females	9	3.77	1.00				
Fifth standard	males	22	3.24	.861	-1.184	.255	No statistically differences at 0.05	
	females	9	3.64	.847				
Sixth standard	males	22	3.45	.728	-2.708	.011	statistically differences at 0.05	Females
	females	9	4.24	.760				
Seventh standard	males	22	3.85	.820	-1.436	.162	No statistically differences at 0.05	
	females	9	3.40	.930				
Eighth standard	males	22	3.85	.820	-1.570	.127	No statistically differences at 0.05	
	females	9	3.40	.930				
Ninth standard	males	22	3.40	.930	-1.831	.077	No statistically differences at 0.05	
	females	9	3.94	.646				
Tenth standard	males	22	3.34	.730	-.963	.343	No statistically differences at 0.05	
	females	9	3.88	.820				
Eleventh standard	males	22	3.27	.837	-1.763	.088	No statistically differences at 0.05	
	females	9	3.86	.857				
Twelfth standard	males	22	3.52	.879	-2.281	.030	statistically differences at 0.05	females
	females	9	4.27	.712				
Total	males	22	3.35	.703	-1.902	.076	No statistically differences at 0.05	
	females	9	3.87	.690				

Table (16) shows that there are differences with statistically significance at level (0.05) due to sex variable (male –female) between the individuals of the sample when they estimate the standards (1st, 6th, and 12th) in favor of females. Meanwhile, there are no differences with statistically significance between the individuals of the sample in the other standards.

Findings related to question 13

Are there differences with statistically significance between the opinions of the research sample According to students' department?

To answer this question, the arithmetic means and standard deviations for variable categories(curriculum and teaching methods- educational psychology – management and planning) have been calculated. Then One-way analysis of variance has been used where the source of variance and average squares as well as the (F) value all have been calculated. The following two tables explain that:

Table 17. The arithmetic means and standard deviations for the responses of the sample about how much available is the educational program of professional standards in Najran University in accordance with the variable of department

Fields	Variable Of Specialization	Number	Mean	Standard Deviation
First Standard	Curriculum and teaching methods	15	3.33	.934
	Educational psychology	8	3.77	.629
	Management and Planning	8	3.43	.959
	Total	31	3.47	.865
Second Standard	Curriculum and teaching methods	15	2.98	1.01
	Educational psychology	8	3.38	.756
	Management and Planning	8	3.25	.819
	Total	31	3.15	.897
Fourth Standard	Curriculum and teaching methods	15	3.60	.969
	Educational psychology	8	3.54	.907
	Management and Planning	8	3.50	.925
	Total	31	3.55	.912
Fifth Standard	Curriculum and teaching methods	15	3.30	.912
	Educational psychology	8	3.32	.925
	Management and Planning	8	3.50	.800
	Total	31	3.36	.863
Sixth Standard	Curriculum and teaching methods	15	3.65	.850
	Educational psychology	8	3.52	.777
	Management and Planning	8	3.90	.828
	Total	31	3.68	.811
Seventh Standard	Curriculum and teaching methods	15	3.54	.784
	Educational psychology	8	3.50	.674
	Management and Planning	8	3.60	.952
	Total	31	3.54	.779
Eighth Standard	Curriculum and teaching methods	15	3.78	.749
	Educational psychology	8	3.59	.895
	Management and Planning	8	3.12	1.04
	Total	31	3.56	.882
Ninth Standard	Curriculum and teaching methods	15	3.43	.903
	Educational psychology	8	3.56	.563
	Management and Planning	8	3.56	.821
	Total	31	3.50	.785
Tenth Standard	Curriculum and teaching methods	15	3.64	.840
	Educational psychology	8	3.20	.853
	Management and Planning	8	3.58	.811
	Total	31	3.51	.829
Eleventh Standard	Curriculum and teaching methods	15	3.36	.972
	Educational psychology	8	3.53	.687
	Management and Planning	8	3.50	.935
	Total	31	3.44	.872
Twelfth Standard	Curriculum and teaching methods	15	3.76	.820
	Educational psychology	8	3.87	.876
	Management and Planning	8	3.56	1.11
	Total	31	3.74	.893
Total Grade	Curriculum and teaching methods	15	3.49	.781
	Educational psychology	8	3.52	.675
	Management and Planning	8	3.50	.774
	Total	31	3.50	.729

Table 18. The findings of one-way analysis of variance for discovering significance of influence of the variable of department in responses of the sample about how much available is the educational program of professional standards in Najran University for all professional standards and at the level of tool in general

Field	Source of Variance	Sum Of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level	Judgment
First standard	Between Groups	1.012	2	.506	.661	.524	No statistically differences at 0.05
	within Groups	21.438	28	.766			
	Sum	22.450	30				
Second standard	Between Groups	.964	2	.482	.582	.565	No statistically differences at 0.05
	within Groups	23.193	28	.828			
	Sum	24.157	30				
Third standard	Between Groups	.055	2	.028	.031	.969	No statistically differences at 0.05
	within Groups	24.919	28	.890			
	Sum	24.975	30				
Fourth Standard	Between Groups	.209	2	.105	.132	.877	No statistically differences at 0.05
	within Groups	22.144	28	.791			
	Sum	22.354	30				
Fifth Standard	Between Groups	.590	2	.295	.431	.654	No statistically differences at 0.05
	within Groups	19.152	28	.684			
	Sum	19.742	30				
Sixth Standard	Between Groups	.047	2	.023	.036	.965	No statistically differences at 0.05
	within Groups	18.161	28	.649			
	Sum	18.208	30				
Seventh Standard	Between Groups	2.270	2	1.135	1.506	.239	No statistically differences at 0.05
	within Groups	21.101	28	.754			
	Sum	23.371	30				
Eighth Standard	Between Groups	.129	2	.065	.098	.907	No statistically differences at 0.05
	within Groups	18.371	28	.656			
	Sum	18.500	30				
Ninth Standard	Between Groups	1.041	2	.521	.744	.484	No statistically differences at 0.05
	within Groups	19.590	28	.700			
	Sum	20.631	30				
Tenth Standard	Between Groups	.176	2	.088	.109	.898	No statistically differences at 0.05
	within Groups	22.663	28	.809			
	Sum	22.839	30				
Eleventh Standard	Between Groups	.408	2	.204	.243	.786	No statistically differences at 0.05
	within Groups	23.527	28	.840			
	Sum	23.935	30				
Total Grade	Between Groups	.007	2	.004	.006	.994	No statistically differences at 0.05
	within Groups	15.943	28	.569			
	Sum	15.950	30				

Table (18) shows that there are no differences with statistically significance at level (0.05) due to variable of department (Curriculum and Teaching Methods, Educational psychology, Management and Planning) between the individuals of the sample when they estimate the standards, which means that their answers are not influenced by the difference of their specialization.

Findings related to question 14

Are there differences with statistically significance among the opinions of the research sample according to students' college?

To answer this question, the following T- Test for two independent samples have been used. The arithmetic means and standard deviations for the variable of (Najran, Sharurah) and (T) value have been calculated. The following table shows the results:

Table 19. Shows that that arithmetic means and standard deviation in responses of the sample about how much available is the educational program of professional standards in Najran University in accordance with the variable of college and the results of T Test for the independent samples for significance differences between the means.

Field	College Variable	Number	Mean	Standard Deviation	T Value	Significance Level	Judgment
First standard	Sharurah	15	3.65	.780	1.143	.263	No statistically differences at 0.05
	Najran	16	3.30	.929			
Second standard	Sharurah	15	3.32	.938	1.033	.310	No statistically differences at 0.05
	Najran	16	2.99	.855			
Fourth standard	Sharurah	15	3.64	1.09	.498	.622	No statistically differences at 0.05
	Najran	16	3.47	.729			
Fifth Standard	Sharurah	15	3.61	.866	1.616	.117	No statistically differences at 0.05
	Najran	16	3.12	.816			
Sixth Standard	Sharurah	15	3.93	.727	1.710	.098	No statistically differences at 0.05
	Najran	16	3.45	.837			
Seventh Standard	Sharurah	15	3.80	.767	1.803	.082	No statistically differences at 0.05
	Najran	16	3.31	.736			
Eighth Standard	Sharurah	15	3.70	.931	.823	.417	No statistically differences at 0.05
	Najran	16	3.43	.844			
Ninth Standard	Sharurah	15	3.76	.752	1.910	.066	No statistically differences at 0.05
	Najran	16	3.25	.752			
Tenth Standard	Sharurah	15	3.77	.793	1.759	.089	No statistically differences at 0.05
	Najran	16	3.27	.809			
Eleventh Standard	Sharurah	15	3.63	.895	1.178	.249	No statistically differences at 0.05
	Najran	16	3.26	.838			
Twelfth Standard	Sharurah	15	3.73	.979	-.051	.960	No statistically differences at 0.05
	Najran	16	3.75	.836			
Total Grade	Sharurah	15	3.68	.720	1.390	.175	No statistically differences at 0.05
	Najran	16	3.33	.715			

Table (19) shows that there are no differences with statistically significance at level (0.05) due to variable of college (Najran, Sharurah) between the individuals of the sample when they estimate the standards, means that their answers are not influenced by the difference of their colleges.

12. Findings of the study

The two researchers reached the following results:

- 1- The educational program for preparing male and female teachers in Najran university provides knowledge and the required skills to achieve the national professional standards for the teachers in Kingdom of Saudi Arabia, according the viewpoints of faculty staff members in the college of education, Najran and college of Arts and Science, Sharurah, in (9) standards with degree of “high” and in two standards with degree of medium, in accordance with the responses of the sample individuals. The findings are put in order, starting from the eleventh standard with the degree of “medium” and ended with the second standard with degree of “medium”. Thus, this result is consistent with the studies of Balkis Al-Sher’ei (2009), and Ibtisam Al-Khafaji (2014) regarding the availability of the standards with varying degrees between (high and medium), but it disagrees with the studies of Suad Al-Saba’ et al. (2010), Rabab Shtat (2010) and Mohammed Al-Sharqi (2008) regarding how much available of the standards provided by the educational programs for preparing teachers which determined by these studies
- 2- There are no differences with statistically significance for the variables of
 - a) College (Najran, Sharurah)
 - b) Specialization (Curriculum and Teaching Methods, Educational psychology, Management and Planning)

- c) Sex (male, female) in standards (2nd, 4th, 7th, 8th, 9th, 10th and 11th)
- 3- There are differences with statistically significance for sex variable in the standards (1st, 6th, and 12th) in favor of females.

13. Recommendations

In the light of these findings, the research recommends the following:

- 1- The concerned departments in the college of education and college of Arts and Science, Najran university should take the linguistic skills into consideration
- 2- The educational program in Najran University should provide the student with knowledge and the required skills to achieve the standard of “the teacher’s Knowledge of ways of preparing comprehensive learning programs” which includes:
 - a) Derive learning objectives suitable to the nature of curriculum that consider the characteristics of students.
 - b) Plan long-term programs and others short.
 - c) Design learning programs acc. to teaching plan
 - d) Employ different data to assess and improve the program .

14. Suggestions:

The researchers suggest the following studies to be done:

- 1- Make a preliminary-scheme for the educational program in Najran University in the light of national and professional standards for teachers.
- 2- Evaluate the educational programs in Saudi Universities in the light of national and professional standards for teachers.
- 3- Evaluate the educational program in Najran University form the viewpoints of the students teachers and their supervisors.
- 4- Evaluate the program of educational preparing in Najran University in the light of comprehensive quality standards.

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